



Reuben Welch School of Theology and Christian Ministry

THE3070 - Global Christianity

3 Units

Spring 2026

Section THE3070-2

WF 8:00 am – 9:15 am

Ryan Learning 108

Final: Monday, 7:30-10:00am

Instructor: Anders Holmen-Crow
Phone: 949-302-3915
Email: aholmenc@pointloma.edu
Office location and hours: Please simply email me at: aholmenc@pointloma.edu or [click here](#) to arrange a meeting. If you wish, we can also schedule a 'live' meeting via Zoom, telephone, etc. We can also arrange a meeting after class.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

This survey course covers Christianity's 2000-year history by exploring its origins and history in the Middle East, Africa, and Asia. The great expansion of Christianity into Europe and the West will be highlighted with a special focus given also on Christian movements in the Global South.

Program and Course Learning Outcomes

After taking this course, students will be able to:

1. Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition in its historical and global developments.
2. Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition.
3. Appreciate an ongoing, lifelong commitment to and participation in the Christian tradition and congregational life.

General Education Learning Outcomes

Foundational Explorations Learning Outcome 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, *including engagement in acts of devotion* and works of mercy.

Course Learning Outcome 1: Explain the intellectual integrity, *rich diversity, and coherence of the Christian tradition in its historical and global development.*

Assignment: Participation in a Cross-Cultural Communal Practice

1. Students will choose a group activity to attend with a community from a different culture (preferably including a different language). This may be a worship service, prayer meeting, meal, fasting service, vigil, demonstration, special religious observance (like a wedding or funeral), or any other similar activity approved by the instructor.
2. Students will complete an assigned reading, watch a video, or listen to a podcast related to their chosen activity as assigned by the instructor.
3. Students will write a reflection essay about their experience that both engages the assigned reading/video/podcast and addresses the following prompts:
 - a. Give a general description of the event, including the gathering space, the community, and the activity in which you participated;
 - b. Describe your feelings about participating in the activity. What emotions did you feel? What do they tell you about the community in which you participated? What do they tell you about yourself?
 - c. Identify similarities between what you experienced and the practices in your religious community. What do these similarities tell you about the central purpose of Christian gatherings like the one you attended?

- d. Identify differences between what you experienced and those of your religious community.
- e. How did you perceive and/or experience God's presence in the meeting you attended?
- f. What questions do you still have about your experience?

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

Achebe, Chinua. *Things Fall Apart*. Penguin Books, 1959. 978-0-385-47454-2

Cone, James H. *The Cross and the Lynching Tree*. 2013th ed. Orbis Books, n.d. 978-1-62698-005-1

Cooper, Derek. *Introduction to World Christian History*. InterVarsity Press, 2016. 978-0-8308-9906-7

Endo, Shusaku. *Silence*. Media tie-In. Translated by William Johnson. Picador Modern Classics, 2016. 978-1-250-08224-4

Heath, Elaine A. *Five Means of Grace: Experience God's Love the Wesleyan Way*. Abingdon Press, 2017. 978-1-7910-2756-8

Jacobsen, Douglas. *Global Gospel: An Introduction to Christianity on Five Continents*. Baker Academic, 2015. 978-1-4412-4875-6

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a three unit class delivered over sixteen weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assignment	Hours
Weekly Readings and Discussions	40
Practice Reflections	24
Book Reviews	20
Church Visits and Reflections	5
In Class Time	21

Assessment and Grading

Grades will be based on the following:

Grade Scale Based on Percentages

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F Less than 59%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Global Christianity, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics may include war, racism, rape, and genocide. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Global Christianity, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Global Christianity, we will cover a variety of topics, some of which you may find triggering. These topics include war, racism, rape, and genocide. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted by the time dictated in Canvas for full credit. I do accept assignments turned in late, but for a 10% grade reduction for each 24 hours past the assigned deadline, bottoming out at 50%. So, there is always some credit available for every assignment, no matter how late. I only accept late assignments for full credit for unusual circumstances, and this should be addressed with me as soon as possible. I also recommend that you plan not to wait until the last minute to turn in an assignment, as an assignment turned in five minutes late will be considered one day late.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision

and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [*Technology and System Requirements*](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Assignment	Possible Points
Passing the Peace	20
Weekly Readings and Discussions (20x20 points each)	400
Christian Practice Reflections (4x50 each)	200
Ethiopian Orthodox Church Review	75
Book Reviews (2x50 points each)	100
Class Participation (16x7.5)	120
Refugee Report	100
Total	1015

Assignment Descriptions

Discussion Questions

Points: 20 points each

Throughout this semester, you will have 17 discussion questions to respond to. You must write with at least 100-150 words.

Due: Each discussion question is due at 11:59 pm the evening before its corresponding lecture.

Response Due: You must also respond to at least two members of your group by 11:59 pm following the corresponding lecture.

Book Reviews

Points: 50 points each

Book Review 1: *Silence* or *Things Fall Apart*

Your first book review will be a 4 page response to one of these two books: *Silence* by Shusaku Endo or *Things Fall Apart* by Chinua Achebe. Both books focus on historical relationships between Western Christian missionaries and non-Western contexts. This book review must respond to the following questions:

- Provide a (very) brief summary of the plot. (1 page)
- What are cultural practices, beliefs, or assumptions that the indigenous communities and the missionaries have? How do they respond to each other's assumptions, practices, and beliefs? Where is there cooperation? conflict? (2-3 pages)
- How did this book challenge your assumptions or perspectives on global mission work? If it didn't, provide reasons why. (1-2 pages)

Total should be 1600-1800 words (4-4.5 pages).

Book Review on *Silence* or *Things Fall Apart* Due: Saturday, April 25 @ 11:59 pm

Book Review 2: *The Cross and the Lynching Tree*

Your second book review will be a 5 page response to James H. Cone's *The Cross and the Lynching Tree*. This book focuses on the relationship between Christ's crucifixion on the cross and the history of African Americans' struggle for liberation amidst slavery, Jim Crow, and lynchings. This book must respond to the following questions:

- Provide a basic overview of Cone's argument(s). (2 pages)
- Give a brief summary of your knowledge of slavery, Jim Crow, and lynchings in the United States *before* reading this book. (0.5 pages)
- How did this book challenge your assumptions or perspectives on American Christianity? How does it challenge your practices and assumptions of faith? (2 pages)
- Do you agree with Cone's conclusions? Why or why not? (0.5 pages)

Total should be 1800-2000 words (5-5.5 pages).

Book Review on *The Cross and the Lynching Tree* Due: Saturday, March 14 @ 11:59 pm

Passing the Peace

Points: 20 points

Forging bonds of community is a vital aspect to the life of the Christian tradition, which is one reason why many Christians 'pass the peace' each Sunday during worship--it demonstrates their unity in Christ and love for one another. Similarly, since this is a hybrid class, our work together in groups will be of great importance, as is getting to know each other right away.

Post: The following should be included in your personal introduction:

- Where you are from, what you are studying and why you chose your major;
- A description of your most impactful cross-cultural experience and the lessons you learned;
- What you are hoping or anticipating getting from this class;
- A factoid about yourself you think your classmates will find interesting.
- Respond: After posting your introduction, you are required to respond to a minimum of three other classmates, welcoming them and sharing the love of Christ.

Due: Saturday, January 17 @ 11:59 p.m.

Christian Practice: Sharing Our Lives

Points: 50 points

You will write a brief account (500-600 words) of your spiritual journey which you will post in a 'discussion format'. Your essay should highlight shaping influences in your spiritual development which have helped form you into the person you are becoming, and should include your religious/spiritual background, your understanding of who or what God is, and how this background and understanding shape your lived reality. So, for instance, how did they impact your decision to come to PLNU, the life and ethical choices you have made as a student, the major you have chosen, the profession you are pursuing, the relationships you have, etc.

Your essay will be graded for clarity of writing, grammar, spelling, etc., and whether you have addressed all of the issues I have asked you to address (above). Just to be clear, I am not looking for any particular answers. Each of your religious and spiritual stories will be unique. The point is that you openly and honestly reflect on your own journey so that you develop a greater sense of awareness about spiritual experiences and beliefs and how they shape your life today and your choices about your future. If you have no formal religious, spiritual or church background, plan to meet with me in person so that we can talk about how you might approach this assignment.

This assignment will be completed within the small groups that will also function as discussion groups throughout the semester. So, a secondary purpose of this assignment is that others (including me!) get to know you better as we forge open and honest dialogue as a class community. Each of you will be responsible to provide a hospitable response to every other member of your group. (Hospitality is a willingness to be kind, humble, and generous to each other even when there is disagreement—even sharp disagreement.)

Please note: If for some reason you feel uncomfortable sharing your own story with others, please talk to me personally. My hope is that everyone will be able to share something significant about themselves while also being able to maintain a sense of safe boundaries.

Due: Saturday, January 24 @ 11:59 p.m.

Ethiopian Orthodox Church Review

Points: 75 points

Post: Please give a brief description of your visit to the Ethiopian Orthodox Church, answering the following prompts:

- Discuss your initial impressions upon entering the church?
- Identify things in the church that seemed especially interesting, strange or beautiful, and explain why you experienced them so?
- Identify and explain ways in which the church is most similar to your own, and most different from your own.

- Discuss the biggest takeaways or most important lessons from visiting the church.

Respond to at least two of your fellow students' posts.

Post Due: Saturday, March 7 @ 11:59 p.m.

Two Responses Due: Monday, March 9 @ 11:59 p.m.

Christian Practice: The Jesus Prayer

Points: 50 points

Praying the 'Jesus Prayer' is an ancient spiritual practice in the Eastern churches which has been especially popular in the Russian church. Watch the following video for a brief summary of the history, purpose and practice of the Jesus Prayer, and then return here for assignment directions.

[The Jesus Prayer Just Might Change Your Life](#)

For this assignment, you will pray the Jesus Prayer for 10-15 minutes per day over five days. Find a quiet spot, get into a comfortable position, quiet your mind and close your eyes. Then, take a deep breath, saying in your mind 'Lord Jesus Christ Son of God' while you breath in, and 'Have mercy on me, a sinner' while you breath out. Repeat this prayer with each breath, in then out. As your mind wanders, simply bring it back to the breathing and the words. The ultimate goal is that this prayer would become as natural and constant as your breathing itself.

Reflect on your experience, then reply to at least two of your classmates.

Post Due: Saturday, March 28 @ 11:59 p.m.

Responses Due: Monday, March 30 @ 11:59 p.m.

Christian Practice: The Examen

Points: 50 points

For this assignment, you will read Heath, chapter 1. In addition you will set aside time each morning and evening over FIVE days for self-examination and prayer. Try to find a quiet spot alone, where you can sit or kneel. You will also need a pen and paper. Also, since this will take FIVE days to complete, make sure that you begin no later than the Saturday before the due date.

In the Morning: Gratitude and Intercession

Write down a list of at least FIVE people or things for which you are grateful and at least FIVE persons who you know who are in special need of God's presence, such as someone who is ill or has recently lost a relative. Say a prayer of thanks to God for the blessings on your gratitude list, then pray that God will bless those persons you have put on your intercession list. These may be the same people throughout the week, though I would strongly recommend that as the week goes on you will extend at least your gratitude list to include five new things each day.

In the Evening: Confession and Forgiveness:

Write down a list of FIVE ways that day that you feel you fell short of God's perfect will for your life that day. Simply ask God for forgiveness, accept that forgiveness by thanking God for the infinite love and mercy He has extended to you, and humbly ask God's help in overcoming your struggles the next day. Finally, write down a list of FIVE persons toward whom you have negative feelings such as anger, jealousy, resentment or generally dislike. Pray for each of those persons on your list, specifically asking God to bless each of them by name. NOTE: If you cannot come up with FIVE things for the evening exercise. I highly recommend that you keep the same people on the last list throughout the week.

At the end of your FIVE days of prayer, reflect with other members of your group about your experience. What went well, what did not? Did you experience any changes in your life as a result of your prayers? Make sure also to connect your reflections to your reading from Heath.

You may share some of the things you prayed about, but PLEASE KEEP ANONYMOUS ANYONE YOU PUT ON THE LIST TOWARD WHOM YOU HAVE NEGATIVE FEELINGS (especially if it's your professor!).

After sharing your reflections with the members of your group, share these reflections on Canvas (500-600 words). Again, PLEASE KEEP ANONYMOUS ANYONE YOU PUT ON THE LIST TOWARD WHOM YOU HAVE NEGATIVE FEELINGS.

Due: Saturday, April 11 @ 11:59 p.m.

Christian Practice: Works of Mercy

Points: 50 points

Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.

-Matthew 25:40

Each student is required to participate in and reflect about some kind of 'act of mercy' during the semester. An act of mercy is something done to express God's love for the hungry, the thirsty, the sick, the dying, the imprisoned, the widow, the orphan, etc., and it involves coming alongside and being with those whom you serve. You will also read Matt. 25: 31-46 and, in light of this passage, will write about your experience, reflecting on ways that you felt challenged or blessed, how you experienced (or didn't) Christ's presence in the life of others, the most important lessons you learned, etc (500-600 words).

NOTE: This activity must be done the current semester. There are still many ways of helping others. We will discuss this as a class, but I have also compiled a [List of Ministry Opportunities](#) in San Diego from which you may choose. If you want to pick an opportunity that is beyond this list, please contact me for approval.

Signature Assignment // Group Final Project: Refugee Report

Points: 100 points

Foundational Explorations Learning Outcome 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, *including engagement in acts of devotion and works of mercy.*

Course Learning Outcome 1: Explain the intellectual integrity, *rich diversity, and coherence of the Christian tradition in its historical and global development.*

For this assignment your group will give an in-depth presentation to the class about an immigrant community in the San Diego area which includes a substantial number of Christians. You will proceed as follows:

A. Choose a community from the [Christian Immigrant Community List](#). First come, first served!

- Please mind that there can only be up to 3 presentations per day. Adjustments may be made by the instructor if there are too many people on one day over another.

B. Research background of this community, including in your presentation the following:

- The history of Christianity in this community's country of origin.
- The conditions that Christians have faced in their homelands that has caused them to seek asylum in the United States.
- The experience of this immigrant community in the United States. How have they been received? What are particular challenges that they have faced? What are ways that they survived.

- An overview of the current state of this community, including demographics, socio-economic status, etc.

C. Attend a service or event at a local church related to that community of immigrants. (If you cannot find one locally, you may attend online, or attend one of the non-English services at the [MidCity Church of the Nazarene](#). You will then include in your presentation the following:

- An account of your experience visiting the church.
- Things you learned about the community by attending their service or event.
- Ways that their particular form of worship or religious life is a reflection of the contextualization of the Christian gospel in their distinct cultural setting.
- Are there any aspects of the worship or religious practices of this community that American Christians (that is, not recent immigrants) would benefit from learning about or emulating.
- Any final takeaways.

Your presentation will be graded based upon the quality of the information you share about the community, the quality of your assessment of this community's cultural/historical distinctive and lived experience, your general insights and connections to the themes and issues dealt with throughout the semester, and the quality of the presentation itself (ie, quality of slides, etc.). You need not cite your sources in the presentation, but you should include all of them in a bibliography, which should include at least five scholarly sources. So, not wikipedia, personal blogs, AI, etc. Instead, library books or journal articles, online dictionaries or encyclopedias associated with a reputable organization (such as a university, religious organization, traditional source like Encyclopedia Britannica, etc.

Your group must submit a copy of your presentation (PDF, Google slides, Powerpoint) by the deadline. However, presentations will be presented during the final week of class and, if necessary, during the scheduled final exam. Your presentation is expected to be given within a 15-20 minute time-range.

Please consult the rubric for further grading criteria. **Worth 100 points.**

Presentation Rubric

Criteria	Ratings	Points
This criterion is linked to a Learning Outcome: Content of Presentation	<p>20 pts Distinguished Presentation clearly and concisely provides important information about the immigrant community.</p> <p>16 pts Proficient The presentation adequately provides important information about the immigrant community.</p> <p>12 pts Basic The presentation provides information about the immigrant community at a basic level.</p>	20 pts

	<p>8 pts Below Expectations The presentation fails to provide quality information about the immigrant community</p> <p>0 pts Non-Performance The presentation does not meet the required elements of the assignment or the presentation was not submitted.</p>	
<p>This criterion is linked to a Learning Outcome: Organization</p>	<p>20 pts Distinguished Student presents information in logical, interesting sequence which audience can follow.</p> <p>16 pts Proficient The audience has difficulty following the presentation because the student jumps around.</p> <p>12 pts Basic The student presents information in a logical sequence that the audience can follow.</p> <p>8 pts Below Expectations The audience cannot understand the presentation because there is no sequence of information.</p> <p>0 pts Non-Performance Student did not submit assignment.</p>	20 pts
<p>This criterion is linked to a Learning Outcome: Application</p>	<p>20 pts Distinguished The presentation demonstrates advanced application of course themes and materials to describing and assessing the immigrant community.</p> <p>16 pts Proficient The presentation demonstrates partial application of course themes and materials for describing and assessing the immigrant community.</p> <p>12 pts Basic The presentation demonstrates only basic application of course themes and materials for describing and assessing the immigrant community.</p> <p>8 pts Below Expectations The student's presentation fails to demonstrate application of course themes and materials for describing and assessing the immigrant community.</p> <p>0 pts Non-Performance The presentation was not submitted.</p>	20 pts
<p>This criterion is linked to a Learning Outcome: Coverage</p>	<p>20 pts Distinguished The presentation included complete coverage of all the required topics.</p> <p>16 pts Proficient The presentation included moderate coverage of all the required topics.</p> <p>12 pts Basic The presentation included partial coverage of all the required topics.</p>	20 pts

	<p>8 pts Below Expectations The presentation included incomplete coverage of the required topics.</p> <p>0 pts No Marks The presentation was not submitted.</p>	
<p>This criterion is linked to a Learning Outcome: Slides</p>	<p>10 pts Distinguished Slides are attractive and effectively provide key information about the immigrant community.</p> <p>8 pts Proficient Slides are somewhat attractive and/or effective in communicating key information about the immigrant community.</p> <p>6 pts Basic Slides are marginally attractive and/or effective in communicating key information about the immigrant community.</p> <p>4 pts Below Expectations Slides are unattractive and/or ineffective in communicating key information about the immigrant community.</p> <p>0 pts No Marks Poor effort at presentation visuals and modes.</p>	10 pts
<p>This criterion is linked to a Learning Outcome: Delivery</p>	<p>10 pts Distinguished Speaker shows mastery of the material and communicates to the audience clearly and effectively.</p> <p>8 pts Proficient Speaker shows moderate mastery of the material and communicates to the audience in mostly clear and effective ways.</p> <p>6 pts Basic Speaker shows basic mastery of the material and communicates to the audience in barely clear and effective ways.</p> <p>4 pts Below Expectations Speaker shows cursory mastery of the material and communicates unclear and ineffective ways.</p> <p>0 pts No Marks No presentation.</p>	10 pts

Total: 100 points

Community Selected By: Saturday, April 4 @ 11:59 p.m.

Copy of Presentation File Submitted By: Saturday, April 25 @ 11:59 p.m.

Presentation: Wednesday, April 29 or Friday, May 1

Extra-Credit Opportunity: H. Orton Wiley Lectures | March 23-25

From Monday, March 23 through Wednesday, March 25, the Reuben Welch School of Theology and Christian Ministry will be hosting [Dr. Catherine Keller](#) as she gives four lectures for our annual H. Orton Wiley Lectures:

- **Lecture 1:** “Creation: Cosmos, Connection, Creativity”
Monday March 23, 2026 11:00-11:50am, Crill Performance Hall
- **Lecture 2:** “Ecology: What’s Coming?”
Monday March 23, 2026 1:30-2:20pm, Crill Performance Hall
- **Lecture 3:** “Gender: Tangles of Sex, Bodies, Politics”
Tuesday March 24, 2026 9:30-10:20am, Crill Performance Hall
- **Lecture 4:** “Hope: Embracing Planetude” (Mandatory)
Wednesday March 25, 2026 8:30-9:20am, Crill Performance Hall

We would love to invite you to attend any, if not all of these lectures! As further incentive for you to attend, I will provide an extra-credit opportunity for each lecture you attend:

1. Find me at the end of each lecture to confirm your attendance.
2. In a short report of 150-200 words, note 2-3 points that stood out to you in the lecture.
3. Submit your report(s) to me via email aholmenc@pointloma.edu

With the exception of lecture 4, each lecture attended and reported on will be counted as **10 Extra Credit Points** each. Attendance for Lecture 4 is mandatory, but you may still receive 5 points extra credit for the report. **The maximum possible number of extra credit points is 35 total.**

Course Summary

Date	Class Content	Discussion Question (Due 11:59 pm the Night Before)
Wednesday, January 14	Introduction	Identify at least one thing from each of the readings that you found particularly important or interesting from the readings that you would like to learn more about this semester.

Friday, January 16	Jesus, Judaism and the Great Commission	Based upon your readings of both texts, what do you see as the two or three most important motivations for the early spread of the Christian gospel? (This will tell me whether you are actually doing all of the reading!)
Wednesday, January 21	Jesus, Judaism and the Great Commission	
Friday, January 23	Pentecost, Paul and the Mission to the Gentiles	Most scholars believe that, next to Jesus, St. Paul (pictured right speaking at the Council of Jerusalem) is the most important person in the history of Christian faith. Based upon the readings, assess this claim, identifying two aspects of his life, ministry and/or teachings that mark significant contributions to the development of the Christian tradition that remain important to this day.
Wednesday, January 28	Pentecost, Paul and the Mission to the Gentiles	

<p>Friday, January 30</p>	<p>Early Christianity: Martyrdom, Constantine, and the Road to Nicaea</p>	<p>Reading the account of Perpetua's martyrdom, what are two or three details about Perpetua's faith that surprised you? While the conversion of Emperor Constantine the Great was lauded as a miracle because it brought an end to centuries of persecution of Christians, by forging a close relationship between church and state, it had some negative consequences for the subsequent development of Western Christianity (often referred to as 'Constantinianism'). Based upon your readings (and therefore making sure to cite them), identify and assess two of these negative consequences.</p> <p>Identify at least one thing from each of the readings that you found particularly important or interesting from the readings that you would like to learn more about this semester.</p>
<p>Wednesday, February 4</p>	<p>Introducing the Means of Grace</p>	<p>Identify one line of the Nicene Creed that caught your attention. In Noll, identify one point of theological significance and one point of political significance for the Church to uniformly recognize Jesus not only as the Son of God, but as God Himself.</p>
<p>Friday, February 6</p>	<p>The Council of Nicaea</p>	<p>Identify one line of the Nicene Creed that caught your attention. In Noll, identify one point of theological significance and one point of political significance for the Church to uniformly recognize Jesus not only as the Son of God, but as God Himself.</p>
<p>Wednesday, February 11</p>	<p>Means of Grace: Baptism</p>	<p>In Wesley's <i>Treatise on Baptism</i>, identify two significant functions of Baptism. Make sure to cite pages in your answer.</p>

Friday, February 13	The Churches of the East and the Rise of Islam	Note the Iraqi church in the photo, almost completely destroyed as a result of the US invasion of Iraq (yet with the cross still standing!). Based on your readings and video, what role have Western Christians played in the demise of the Churches of the East? Do you believe that this could this have been avoided? How? Make sure to cite the sources in your answer.
Wednesday, February 18	Egypt, Ethiopia, & North Africa	What do you find most surprising about the history of the church in Africa? Why do you think this was surprising to you? Make sure to cite the texts or video when responding to the prompt.
Friday, February 20	Means of Grace: Prayer	From the readings, identify two points where the authors define what prayer is. How and why do we pray? What do you pray for?
Wednesday, February 25	East-West Schism	Identify and discuss at least two or three of the most important things that you learned about Eastern Orthodox Christianity. Why do you think these things stood out to you?
Friday, February 27	East-West Schism	

Wednesday, March 4	Means of Grace: Lord's Supper	Does your church practice the Lord's Supper? How often? According to Wesley, why is it important? In his essay, how does Edison Kalengyo define 'inculturation'? What is appealing about his argument? Do you agree with his proposals? Make sure to cite sources in your answer.
Friday, March 6	European Christendom & Protestant Reformation	Jesus called himself the 'Prince of Peace' and both practiced and taught nonviolence. Yet, for centuries Christians in Europe have killed one another, often in the name of Christ. Based upon (and therefore citing) the readings, identify and assess at least two reasons for this tragedy.
Wednesday, March 11	SPRING BREAK	
Friday, March 13	SPRING BREAK	
Wednesday, March 18	European Christendom & Protestant Reformation	
Friday, March 20	Means of Grace: Reading Scripture	According to the readings, what did John Wesley mean by "searching the Scriptures?" What are the conditions under which a person can "search the Scriptures" and encounter therein the living God?
Wednesday, March 25	H. Orton Wiley Lecture 4 "Hope: Embracing Planetude"	
Friday, March 27	Methodism	Based upon the reading, what do you think was the original cause(s) for Methodism? Which "rise" of Methodism caught your attention the most and why?

Wednesday, April 1	Global Conquest in Jesus' Name	Based upon your readings, identify and assess two or more of the reasons that Christians used to justify the enslavement, oppression and genocide of millions of Africans during the 19th century.
Friday, April 3	EASTER RECESS	
Wednesday, April 8	Global Conquest in Jesus' Name	
Friday, April 10	Manifest Destiny in America & Christian Nationalism	Based upon your readings, assess the following claim: 'America is a Christian nation and always has been!' Put similarly, in what ways has America lived up to its promise as a 'light on a hill' and in what ways has it fallen terribly short?
Wednesday, April 15	Manifest Destiny in America & Christian Nationalism	
Friday, April 17	Latin America	Based upon both the readings and video, assess whether liberation theology is an appropriate Christian response to the formation and history of Christianity in Latin America? What responsibility do Christians in America (the wealthiest country in the world) have for poor and marginalized Christians in the Global South? How might we extend Christ's love to those trapped at the border because the US government won't all them entry?

Wednesday, April 22	East Asia	What was your impression of China before reading this chapter and watching this video? Did your impression change at all afterward? If so, in what ways?
Friday, April 24	South Asia	Of the various approaches taken by missionaries in response to the caste system in India, which do you think was the most faithful to the ethical implications of the Christian gospel? Why?
Wednesday, April 29	Refugee Report Presentation	
Friday, May 1	Refugee Report Presentations	